



NEWSLETTER

Responding to the Needs

IT ALL BEGAN 20 YEARS AGO. LED BY SOUTH CAROLINIAN ESTHER FERGUSON, A GROUP OF CONCERNED CITIZENS, CALLING THEMSELVES THE NATIONAL DROPOUT PREVENTION FUND, GATHERED IN NEW YORK CITY TO DISCUSS THE ISSUE OF SCHOOL DROPOUTS. THESE BUSINESS AND COMMUNITY LEADERS SOON FOUND THAT THERE WAS NO PLACE TO TURN FOR INFORMATION ABOUT THIS GNAWING PROBLEM. AHEAD OF THEIR TIME, THEY HAD THE FORESIGHT TO RECOGNIZE THAT THERE NEEDED TO BE A PLACE FOR THEM AND OTHERS TO GO FOR INFORMATION, PREFERABLY AN ORGANIZATION AT A WELL-RESPECTED COLLEGE OR UNIVERSITY. INFORMATION WAS NEEDED TO PROVIDE THEM WITH THE DATA ABOUT THE ISSUE, AND THEY ESPECIALLY WERE INTERESTED IN FINDING OUT WHAT EDUCATIONAL PROGRAMS WERE WORKING WITH THESE STUDENTS AT RISK OF DROPPING OUT.



The quest of the founders led them to Clemson University in South Carolina for a home for the new organization. As the National Dropout Prevention Center (NDPC) entered the world, some of its highest priorities were to gather relevant information, to find out what works in dropout prevention, and to find ways to disseminate that growing body of information to educational leaders and practitioners, policymakers, and community and business leaders all over the country.

During the earliest years of operation, the NDPC staff collected a great deal of information; established an on-site resource library; began creating publications with information on dropout issues, including a quarterly newsletter; and developed a computerized model program database. These were the days before the World Wide Web, so the original databases of resources and programs were not directly accessible to most distant users; nevertheless, the staff provided technical assistance in gathering appropriate referrals to its growing clientele.

From the very beginning, hosting conferences to bring together practitioners for the sharing of knowledge and ideas was considered an extremely important function of the Center. Taking on this challenge has created a

wide array of professional development opportunities over the years, from the annual national conference—the 18th being in San Antonio—to the At-Risk Youth National FORUM each February, to numerous regional Effective Strategies Institutes.

As the years progressed, the members of the National Dropout Prevention Network have become increasingly involved in promoting and disseminating new research in this growing field. Thus, eight years into the life of the Center, *The Journal of At-Risk Issues* was launched. This pioneer in the research arena brought to the forefront a growing body of work in the dropout prevention field, with more research-based approaches being highlighted.

Still, the focus on “What works?” has caused the NDPC, first in 1991 and again more recently, to promote recommendations of 15 Effective Strategies based on the research and experience with the model programs database.

School districts found that in addition to gaining new insights through the model program database and the 15 Effective Strategies, the publications, and attending conferences, they needed personalized attention to meet their growing dropout problem. With so many contacting the NDPC for assistance, it

became clear that a research-based initiative needed to be developed to meet this increased need. The PAR (Performance Assessment and Review) Program was begun, and since its initiation, individual schools, school districts, and statewide initiatives have all contracted with the Center as they seek the goal of school improvement. In addition, the needs for program evaluation, mandated by project funders, has been a more recent focus of the NDPC.

Building on the Center’s broad foundation of resource development, service delivery, and leadership, in 2004 the U.S. Department of Education’s Office of Special Education Programs (OSEP) selected Clemson University and the NDPC to be the home for the National Dropout Prevention Center for Students with Disabilities.

The work of the Center continues to flourish with expanding services and modernized versions of knowledge dissemination such as the Web site, the online newsletter, and telecommunications impacting our delivery of information about what works. Still, the purpose has not strayed that far from the original goal: to serve as a place to turn to for the best information on dropout prevention.

Making a Difference

We have engaged in many partnerships over the past 20 years, each making a difference in the lives of thousands and thousands of students at risk of dropping out of school. Let us share a few of these.

From North Dakota

More than five years ago, before the passage of NCLB, our school system, led by Superintendent, David Flowers, decided to "come clean." Instead of relying on the "safe" method of counting only those students who told us they were dropping out, we looked at the total number of students who left our schools without graduating or transferring to another school. We suddenly leapt from a dropout rate of 3-4% to a graduation rate of approximately 84%, shocking for a middle-class, upper-Midwest university town.

We knew we needed to make some changes, but we weren't sure where to begin. We decided to contact the National Dropout Prevention Center (NDPC), and they recommended we embark on a Program Assessment and Review (PAR). An NDPC team arrived in Fargo in May 2003. Not only did the PAR visit and report present a fresh perspective, but they also validated many of our own ideas, provided us with a framework for our process, and narrowed our focus.

Since their visit three years ago, the NDPC has consulted with us on a variety of questions and encouraged our efforts as well as giving us opportunities to share our ideas and successes. And we've accomplished a great deal. The district has invested in a full-time director for dropout prevention who, in turn, has trained at least two building coordinators in each of our 22 schools, kindergarten through grade 12. That group developed both district and building intervention pyramids, and we are in the process this year of creating universal forms and processes for student issues ranging from dropout prevention to Student Assistance Teams to special education's Response to Intervention. Most of all, however, our staff across the district has embraced the belief that each of us is responsible for dropout prevention.

—Deb Dillon

Director, Alternative Programs
Fargo, ND

From Georgia

As a counselor, principal, system administrator, and regional agency director, I have utilized the services of the National Dropout Prevention Center since 1988. The NDPC has provided invaluable information to my school systems toward developing effective dropout prevention strategies.

Since 1988, the Center's staff has assisted my two rural school systems, one in South Carolina and one in Georgia, to secure over five million dollars in competitive grant dollars that funded effective dropout prevention programs.

As director of a regional service agency in Northeast Georgia, I find that NDPC staff members are always willing to assist our school systems in strategy development, program design, and evaluation.

The quality and applicability of NDPC assistance to school systems is always excellent. Our school systems can count on the NDPC to provide up-to-date information and top-quality research-based assistance that builds capacity of local educators, schools, and systems. Numerous school systems in our area could not have achieved significant gains in student achievement and in high school completion rates without assistance from the National Dropout Prevention Center.

—Dr. Sandy Addis, Director

Pioneer Regional Ed. Service Agency
Cleveland, GA



National
Dropout Prevention
Center/Network

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Thanks to these staff and those who preceded them over the years for helping the NDPC achieve its 20th anniversary!

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Network Notes

Reflections From the Editor

■ Do you remember your first National Dropout Prevention Network Conference? I do. It was in Nashville, Tennessee, back in 1990 (although the first conference was in San Diego, CA, in 1989). I remember the incredible, nearly overwhelming, learning experience, the remarkable teachers and school leaders I met, the cream of the education system. These were people who really cared about the toughest kids, the ones who weren't making it. They were sharing what strategies did work, some really creative ways to reach the seemingly unreachable kids in their schools. And then there was Dolly Parton! She herself had a dropout prevention program, a buddy program. She was quite a keynoter! A memorable event!

Over the years, I have had the good fortune to follow the National Conference as it has traveled back and forth across the country, meeting as far north as Detroit, just across the Detroit River from Canada, and as far south as Orlando, Florida. We have been west to numerous California locations, and going eastwards, to Baltimore, Maryland. This year, we once again come to Texas, having been to Austin in 1999. Conferences in the mid-section of our country—New Orleans, Kansas City, Indianapolis, to name a few—have also played a major role in fostering the NDPC/N's work.

By traveling to different parts of the country, we have had the opportunity to meet and learn from thousands of exceptional people representing a broad cross-section of concerned educators, community and business leaders, researchers, and policymakers. Their efforts have inspired us and given us the tools to make a difference in the lives of so many of our young people.

In my role as editor, I have had the privilege of giving many of these outstanding Network members a forum for sharing their ideas. In addition to our newsletters, where they have shared their model programs, their research, and their viewpoints, we have provided other avenues for sharing, e.g., the NDPC/N journals, monographs, and guidebooks.

So, 20 years and counting, we still are here, and we are doing more than ever to promote positive, effective dropout prevention. Each conference introduces me to a new group of leaders, and I have never failed to find new authors, excited about sharing their frontline successes. Without their contributions, we would not have achieved the impact that we celebrate this 20th anniversary year. All of us here thank all of you for your countless efforts to promote the cause of dropout prevention.

Mark Your Calendar

■ It will soon be time for the 19th Annual At-Risk Youth National FORUM, February 18-21, 2007, in Myrtle Beach, SC. This year's conference—*Tools, Techniques, and Strategies That Encourage Students to Graduate*—will be as powerful as ever! Pre-FORUM workshops include "Preparing the At-Risk Student for the High-Performance Workforce," and "Service-Learning: Natural Dropout Prevention."

Detailed information about the FORUM can be found on our Web site at www.dropoutprevention.org.



Meet the Author

■ Meet Network member, Dr. Patrick J. O'Connor, author of our latest publication, *The High Performance Workforce and the At-Risk Student*. He is on the faculty in the College and Graduate School of Education, Health and Human Services at Kent State University, Kent, Ohio. He teaches graduate classes in workforce development and career-technical education.

Dr. O'Connor also coordinates the career-technical teacher education program at Kent. He has held similar positions at Indiana University of Pennsylvania, New River Community College in Virginia, and the University of Georgia. He is the author of two collegiate marketing textbooks and the literacy books, *Think You Know America* and *Now You Know America*.

The 15 Effective Strategies in Action

Each year, the National Dropout Prevention Network recognizes outstanding programs through the Crystal Star Awards of Excellence in Dropout Recovery, Intervention, and Prevention program.

Several recent winners, including those receiving Crystal Star Awards this year, are showcases for incorporating the National Dropout Prevention Center/Network's 15 Effective Strategies. We are highlighting several of them on these pages; they serve as representations of what so many other schools and school districts have done incorporating a variety of the strategies in their comprehensive approaches to dropout prevention.

FIFTEEN EFFECTIVE STRATEGIES

School and Community Perspective

- Systemic Renewal
- School-Community Collaboration
- Safe Learning Environments

Early Interventions

- Family Engagement
- Early Childhood Education
- Early Literacy Development

Basic Core Strategies

- Mentoring/Tutoring
- Service-Learning
- Alternative Schooling
- After-School Opportunities

Making the Most of Instruction

- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction
- Career and Technical Education (CTE)

These outstanding dropout prevention programs illustrate well that incorporating a combination of strategies is the most effective route to dropout prevention.

The Academy of Creative Education (ACE)

ACE, of San Antonio, Texas, is recognized as one of the premier alternative schools in Texas. Since its beginning in 1991, it has helped nearly 3,000 formerly-designated dropouts succeed and graduate.

All students are treated as gifted, and they are expected to achieve above 80% mastery on all assignments. Student-led conferences provide students with the opportunity to chart their progress through the presentation of a portfolio of their work.

The Academy educators design and develop alternative academic approaches with varied learning environments and flexible "no bells" scheduling. Students work as a team toward success, accepting the unique

talents of each other. A strong award-winning mentoring program provides a direct link to the outside community. An integrated interdisciplinary curriculum which addresses all learning styles gives students at the Academy an understanding that all learning is connected.

Giving back to others through community service allows students to demonstrate their many and varied talents and develop a sense of caring and empowerment. Small classes, self-paced curriculum, and individualization provide a powerful educational experience for students. Use of technology and ongoing technology training ensures that Academy educators stay open to innovative approaches.

Martin Luther King Jr. Academy for Excellence

The Martin Luther King Jr. Academy for Excellence, located in Lexington, Kentucky, is an alternative program for grades six through twelve. It was established to serve students with behavioral challenges and academic concerns.

Social workers make home visits, and teachers are in frequent contact with parents. Components include a middle school transition, credit recovery, and GED prep programs. The program combines computer-based instruction and cooperative work experience or vocational training. Students may attend one of three sessions—morning, afternoon, or evening—and the practical experience makes a full school day. Technology is a major component of the instruction program with coursework available through eSchool. Students participate in both sides of the mentoring/tutoring



The 15 Effective Strategies in Action

experience. Athletes at the University of Kentucky serve as mentors, as do Academy staff members. Students also serve as mentors for special needs students at nearby elementary schools. Extended School Services are offered every Wednesday, and summer school is available for eighth and some seventh grade students to make up classes in order to be promoted to the next grade. The staff participate in extensive ongoing professional development on classroom management and effective instructional strategies.

South Sioux City Community School District

South Sioux City Community School District (SSCCS) in Sioux City, Nebraska, promotes dropout prevention from a systemic perspective. Their goal is to provide a climate that promotes not only academic success but also social, emotional, and behavioral success in a safe, secure, and disciplined school environment.

Program elements include a language-enriched preschool, Early Reading First, parent advisory committees, an alternative high school, a school-within-a-school middle school, community collaboration and partnerships, and service-learning.



Systemic renewal provided the foundation for addressing concerns related to ongoing student success. Changes made included restructuring the Special Education Department into the Student Services Department to offer a more cohesive array of support services; implementing student assistance teams who receive an annual stipend; strategic use of data for decision making; connections with mental health, social service agencies, juvenile justice, and the business community; and an advisory committee of teachers, students, parents, administrators, school board members, and community members. In addition, professional development is considered vital for educators, administrators, and support personnel.

Education Counts—Developing the Next Generation of Success

Guilford County School District, in Greensboro, North Carolina, has a comprehensive program that starts with preschool. Programs address literacy, student achievement, and professional development.

The school district of Guilford County maintains a strong academic focus through smaller varied learning environments. Students have the choice of attending the innovative early and middle college or a variety of magnet schools. A special strategic reading program is available at the high school level. Each high school

has a dropout prevention specialist. Many staff development opportunities, classroom management assistance, approaches to work with student diversity, and parent focus groups are provided.

The dropout rate has decreased annually for the past five years, and by more than 50% since 2001-2002. Guilford County was one of the few districts in the nation to have all 14 of its high schools ranked in the top 200 by *Newsweek*.

Complete High School Maize

Complete High School Maize (CHSM), in Maize, Kansas, is an experiential learning center for grades 9-12. Students who attend the school have either previously dropped out of school or are unsuccessful at their



traditional high school.

Programs are tailored to the individual needs of the students through their Personal Education Plan (PEP). Students are required to complete a multiple intelligences inventory that serves as a basis for their individual learning contract. They utilize a four-day school schedule. Friday morning is dedicated to providing one-on-one help to those students who need it. Online courses are available to provide educational opportunities that extend beyond the school day. A work experience program is available for those students with jobs.

To date, 90% of CHSM graduates are in careers or in training/education for a career.

Expanding the Work of the NDPC

Students with disabilities drop out of school at twice the rate of their general education peers, according to the President's Commission on Excellence in Special Education (2002). In response, the U.S. Department of Education's Office of Special Education Programs (OSEP) funded the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) in January 2004 as part of OSEP's Technical Assistance and Dissemination (TA&D) Network that supports the implementation of the Individuals with Disabilities Education Act (IDEA). The goal of NDPC-SD is to assist in building state capacity to increase school completion rates for students with disabilities through knowledge synthesis, technical assistance, and dissemination. NDPC-SD is located at the National Dropout Prevention Center/Network (NDPC/N) at Clemson University.

Our primary work, technical assistance, is provided to state and local education agencies, policymakers, administrators, researchers, parents, teachers, and other practitioners through a three-tiered approach.

Tier One

The first tier of technical assistance consists of information and research on evidence-based dropout prevention programs and is provided in aggregate to all stakeholders via our bilingual Web site and print documents. Some examples include practice guides, teleseminars, and Web events, and our quarterly electronic newsletter *Big IDEAs*. The first practice guide debuted in August 2005 entitled *Cognitive Behavioral Interventions: An Effective Approach to Help Students with Disabilities Stay in School* by Riccomini, Bost, Katsiyannis, and Zhang. The guide was developed in response to a research synthesis conducted in June 2005 by Cobb, Sample, Alwell, and Johns, *The Effects of Cognitive-Behavioral Interventions on Dropout*

for Youth with Disabilities. Three new practice guides are in progress: *A Few Steps to Better Data, Improving the Learning Context to Promote School Completion*, and *Algebra: The Source of Frustration for Dropouts—Not Just a High School Problem*. Watch for these guides on the NDPC-SD Web site, www.NDPC-SD.org.

Teleseminars and Web events are provided three times a year. Past teleseminars include *Increasing School Holding Power for All Students* presented by Dr. Maria "Cuca" Robledo Montecel; *Effective Approaches to Increasing Graduation Rates of All Students* by Dr. Camilla Lehr; *Translating National Data into State and Local Practice* by Dr. Jose Blackorby; and, most recently, *What the Research Says Really Works* presented by Dr. Brian Cobb. Key points from teleseminars, information on model programs, and other dropout prevention related information can be found on our Web site.

Tier Two

Tier two is more practitioner focused and includes direct assistance to states and designated school districts, presentations at national and state conferences, and state capacity building forums. Recently, NDPC-SD planned and hosted the 2006 National State Education Agency Forum: *Building Statewide Initiatives in Dropout Prevention for Students with Disabilities* in Clemson, SC, on May 7-9, 2006. Teams from 20 states, totaling over 100 participants, were in attendance. The Forum, designed to assist states to build capacity to address dropout issues for students with disabilities, provided multiple opportunities to discuss common issues, learn about evidence-based practices, make connections across other OSEP indicators relating to dropout and graduation, and develop networks for continued learning and support. Facilitated team time, worksheets, and guided

notes gave states opportunities to gain in-depth understanding of dropout and related issues and to work on implementation plans for State Performance Plan (SPP) improvement activities for the dropout indicator. NDPC-SD was also a co-sponsor of the National Secondary Transition Technical Assistance Center Forum in Denver, CO, on September 20, 2006.

Tier Three

In Tier three, NDPC-SD provides intense technical assistance by collaborating with state education agencies to identify or develop model programs that are contextualized to work with the specific populations within the states' school districts. Currently, NDPC-SD is working with state education agencies and school districts in Georgia, Maryland, Connecticut, and South Carolina to identify the states' specific needs and to target schools in order to develop tailored dropout prevention programs by the end of the year.

Preventing dropout and improving school completion rates for students with disabilities is a critical and immediate national goal. To learn more about NDPC-SD, visit our Web site at www.NDPC-SD.org or contact us at NDPCSD-L@clemson.edu.



Dr. Loujeania W. Bost, NDPC-SD's director, at the 2006 National State Education Agency Forum in May 2006.

In Their Own Words

They are the future, and they are why we all do this important work. Let's listen to those who have succeeded because of good dropout prevention.

Students From Forest Lake Area Learning Center, Minnesota

Lindsay, Grade 12

The main reason [I chose to go to ALC] is because I didn't want to go to a high school with all of the kids and deal with the drama. I also wouldn't get enough individual attention. I can actually do my work and get it done at the ALC because the teachers are willing to do anything to help you. The ALC also has a lot of different programs you can do to catch up if you are behind or even if you want to get it done a way that is better for you.

Jamie, Grade 12

I came to the ALC because I needed a different type of learning. Here you get that. I had a bad year last year and I didn't want to drop out. I wanted to succeed and I didn't want to disappoint people.

I was afraid the high school would want me to drop out. The ALC wants to help. I stayed in school because I know the teachers here will help me with my work, and they give me the help I need. I would probably be way behind if I didn't get help. They believe in me. That is what I love about being here. I like the environment here. I mostly like the teachers.

Aaron, Grade 12

I didn't drop out of school because I want to graduate and get a good paying job. In short, I want to do something with my life.

I chose the ALC because the teachers here are respectful of you, and they actually care about you and what you do. The teachers help you

if you need help. With small classes, you can get the help you need to understand what they are trying to teach you. Teachers will take time with you and help you to understand so you can get it right. The teachers are actually friendly and nice. The teachers and other staff people here make me feel like they want me to come to school.

Melissa, Graduated

I was really mixed up in drugs and I didn't care about anything. I ran off to Florida and when I had nothing left, I came back. I got pregnant and decided I wanted a better life for my baby and me.

I couldn't believe that the ALC welcomed me back when I came back. I didn't think you would. I came back because I love ALC and ALC loves me.

When I was pregnant, you helped me get my credits done in a way that I could manage. But it was not just the education, which is good; it is also the people. You helped me emotionally, and personally. You pushed me, showed me you cared, never gave up on me, praised me, kept an eye on me and believed in me. It is amazing what you do, and for me...what you still do.

From New Hampshire

Becky, Age 18 and Graduated

What helped me through school was that I had encouragement. I believe that encouragement and motivation was key in my success. I never liked school until I realized that I wanted to achieve something. I didn't think it was that big of a deal, until I watched my siblings have a hard time getting a nice job and having to work extra hard because they didn't graduate. Then it hit me, I wanted to go on to college and better myself and

to make the people who care for me proud.

From the Academy for Creative Education in Texas

Benjamin, a 1995 Graduate and Now a Doctoral Student

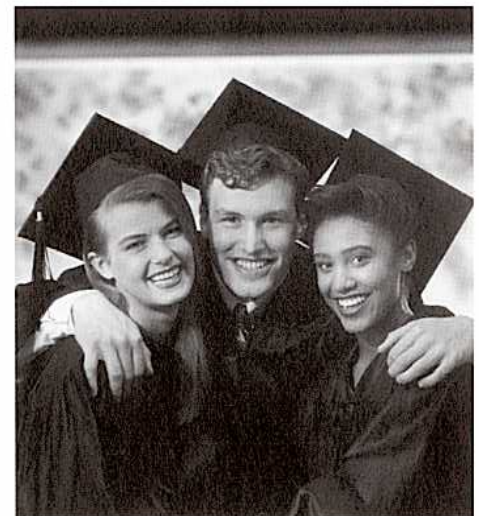
No one at ACE made me feel that there was anything pathological about my specific needs, my urgent drive to be done with high school. Their job, which they did very well, was to create an environment in which I could complete my diploma at a pace I needed, and in a setting within which I was comfortable. ACE caters to many of the diverse needs of students in a way that other schools simply cannot.

Andrew, a 1996 Graduate and Now a Minister

I liked the freedom that you were given at ACE. You could do things at your own pace, work hard, and graduate. It was a great experience.

Susie, a 1997 Graduate and Library Assistant and Candidate for B.A. in Elementary Education

By attending ACE, I was given opportunities that may not have been available to me. I don't want to think of what would have happened if not for ACE.



Viewpoint

For two decades, the needs of the field demanded a twofold response by the NDPC/N: First, acquire and build the best available database of information about the dropout issue, including research reports; resource materials; statistics about the issue; model programs; and information about legislation, policies, and regulations at the state and local levels. Second, share that information and provide training and technical assistance to school and community leaders involved in dropout prevention initiatives.

A reflection of our history will also chronicle how the NDPC/N served in a vital leadership role in keeping the critical dropout prevention issue on the agenda of federal and state level policymakers. We also have had a significant influence in providing the framework of educational programs for at-risk students in nearly every local school district in America.

The needs of the policymakers and practitioners during the past two decades was highly focused on looking for a model dropout prevention program, resources, and strategies that would provide a "quick fix" for struggling students, ill-prepared teachers, inadequate leaders, or for

ailing schools. This short-sighted vision did provide some success with graduation increases with some students and with some schools showing measurable improvements. However, many of these successful programs had a rather short life; when grants ended, projects were terminated. The newly obtained knowledge and skills for professional staff were not built into the culture of the school or community.

Although we gained much from the lessons of these decades—the identification of strategies that work—we now need to turn the corner away from this pattern of operation of dropout prevention programs. The vision and program focus of the NDPC/N must and will change to reflect a more comprehensive framework for addressing dropout prevention efforts in the next 10-20 years by incorporating those strategies in a program of systemic renewal.

The NDPC/N has already started to view a comprehensive dropout prevention initiative in the framework of an economic development strategy. Additionally, there are social costs of students dropping out of school—both on the individual's quality of life and on the nation's

effort to compete in the global economy with a viable workforce. We believe that dropout prevention and school improvement activities are synonymous and both contribute to the economic development efforts of the local community, state, and nation. Recent legislation in South Carolina and Mississippi reflect the new approaches to dropout prevention. In addition, the Governor of North Carolina has noted the relationship of early childhood education programs to a sound economy in the state.

Efforts such as these will move the focus of dropout prevention from a "fix it" mentality to a capacity-building approach where new initiatives with new partners are planned and jointly implemented with a viable sustainability plan in place from the start.



—Jay Smink is
Executive Director of
the NDPC/N at
Clemson University

Celebrating Twenty Years of Service



National Dropout Prevention Center/Network

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